

Topic 2

Parents as Partners

The transition process from early intervention to preschool, childcare, or special education services can be an emotional journey for parents. Being prepared will ease this process and boost parent confidence which will be necessary as the parents advocate on behalf of their child.

Materials

- “How Do I Feel About Sending My Child to Preschool?”
- Parent Information Manual developed by Support & Training for Exceptional Parents, Inc. at <http://www.tnstep.org/Assets/docs/ParentManual12009.pdf>
- “Understanding the Special Education Process - An Overview for Parents” at <http://www.fape.org/pubs/FAPE-10.pdf>
- “Conflict Styles Inventory”
- “Conflict Scoring”
- “Conflict Resolution Procedures”

A. The Stages of Grief

If parents find themselves reliving old emotions experienced with their child’s early diagnosis/diagnoses, let them know that these feelings are normal. It is not uncommon for parents to feel many different emotions during the transition process. These may be similar to what they felt after learning that their child has special needs.

Listed below are the Stages of Grief. These stages don’t necessarily come in this order, and most people go back and forth between stages several times. With each transition in a child’s life, parents may go through any or all stages again. Remember, change can be frightening, but it can also result in positive outcomes for families.

1. Shock– parents may feel completely numb inside and detached from everything going on around them.
2. Denial – a parent’s refusal to admit or accept the truth about their child.
3. Depression – parents grieve for the child that they have and for the child that might have been. Parents may also feel guilt, as if they are to blame for their child’s condition.
4. Anger – parents may blame professionals, themselves, or God for their child’s condition. The anger may be justified or unjustified.
5. Acceptance – parents learn to accept their child for who he is – a person with special needs. They must separate their child from the disability.

B. Parents as Partners

What can schools and parents do to make the transition process and preschool experience meaningful and productive? The first and most essential step is to build strong partnerships between families and schools. Successful outcomes are most likely to be reached when both the school and family are working together toward the same goals. Families, service coordinators, and school district staff members who communicate, collaborate, and develop well thought out plans will help ensure that young children with special needs have a positive experience as they move forward.

C. Child Advocacy

Helping families learn to be effective advocates for their child can result in a feeling of enablement. Advocacy is the act of speaking out on behalf of another. This is a skill that many parents may already have, but some may need to develop skills to become an advocate for their child. To become a good advocate, parents should do the following:

1. Become informed
 - a. Assist the parents in gathering information from a variety of sources. Work together to determine what will be helpful for them as they prepare to participate in the development of the child's IEP. Some sources to access for this information would include parent support groups, STEP (Support and Training for Exceptional Parents) workshops, reading materials, information contained in this resource guide and in *Steps to Success*,
 - b. Organize information into a transition notebook
2. Get involved in the process
 - a. The parents should attend and participate in all meetings regarding their child's education..
 - b. Families should visit preschools and meet with the preschool teachers and other staff during the transition process.
3. Learn to partner with service providers-The following strategies can assist families as they partner with their team while advocating for their child.

A. Good Communication skills – The use of effective communication skills enable the family to serve as a better advocate for their child. They will have the ability to listen to team members and 'hear' their messages, both verbal and non verbal. They will also be better able to express their observations to fellow team members. They will be able to ask more appropriate questions and provide feedback more effectively.

Effective communication skills include:

- Approaching interactions positively, with an open mind
- Listening attentively to fellow team members
- Maintaining awareness of ones internal state and body language
- Accurately interpreting the non-verbal communications of others
- Using the proper tone of voice
- Choosing the right words
- Delivering the message at the appropriate time

B. Consensus Building – Families need to be aware of this process so that they can use this strategy to help advocate for their child. Consensus building does not consist of voting or majority rule. Voting results in winners and losers. That is not the goal of consensus building. Consensus building involves an active, collaborative discussion among team members with the aim of arriving at a mutually acceptable agreement. Following a specific procedure helps the team stay focused and on track. Experts agree that consensus is most likely to be achieved when a team follows a step-by-step process (see below):

1. Problem Definition:

Gather all of the facts about the problem or issue. (Briggs, 1997, p. 204).

2. Generation of Alternative Solutions:

Use a technique such as brainstorming to generate as many solutions as possible.

In brainstorming, team members voice all possible solutions to a problem.

At first, members are not allowed to criticize or judge each other's ideas.

Creativity and divergent thinking are encouraged. Each solution is carefully reviewed and considered. The advantages and disadvantages are discussed until the best option is identified and a solution is agreed upon.

3. Implementation:

The action plan is carried out.

4. Monitoring:

The plan is monitored, evaluated and modified as needed.

When Disagreements Arise

Sometimes team members will disagree regarding;

1. The kinds of services the child should receive
2. How often the services should be provided
3. How long the services should be provided

Disagreements provide opportunities for exploring options and solutions at the district level. Better understanding the various ways that people approach conflict can help us remain objective.

Conflict Management Types - It has long been recognized that different individuals deal with conflict in different ways. When conflict arises and tension builds, some people give in immediately while others assert their position even more forcefully. It helps to be aware of your own behavior in conflict situations so that extreme or unhelpful tendencies can be tempered. This can also be useful information for families.

The Competing Shark



- Sharks use a forcing or competing conflict management style
- Sharks are highly goal-oriented
- Relationships take on a lower priority
- Sharks do not hesitate to use aggressive behavior to resolve conflicts
- Sharks can be autocratic, authoritative, and uncooperative; threatening and intimidating
- Sharks have a need to win; therefore others must lose, creating win-lose situations
- Advantage: If the shark's decision is correct, a better decision without compromise can result
- Disadvantage: May breed hostility and resentment toward the person using it
- Appropriate times to use a Shark style
 - when conflict involves personal differences that are difficult to change
 - when fostering intimate or supportive relationships is not critical
 - when others are likely to take advantage of noncompetitive behavior
 - when conflict resolution is urgent; when decision is vital in crisis
 - when unpopular decisions need to be implemented

The Avoiding Turtle



- Turtles adopt an avoiding or withdrawing conflict management style
- Turtles would rather hide and ignore conflict than resolve it; this leads them to act in uncooperative and unassertive ways.

- Turtles tend to give up personal goals and display passive behavior creating lose-lose situations
- Advantage: may help to maintain relationships that would be hurt by conflict.
- Disadvantage: Conflicts remain unresolved, overuse of the style leads to others walking over them
- Appropriate times to use a Turtle Style:
 - when the stakes are not high or issue is trivial
 - when confrontation will hurt a working relationship
 - when there is little chance of satisfying your wants
 - when disruption outweighs benefit of conflict resolution
 - when gathering information is more important than an immediate decision
 - when others can more effectively resolve the conflict
 - when time constraints demand a delay



The Accommodating Teddy Bear

- Teddy bears use a smoothing or accommodating conflict management style with emphasis on human relationships
- Teddy bears ignore their own goals and resolve conflict by giving into others; unassertive and cooperative creating a win-lose (bear is loser) situation
- Advantage: Accommodating maintains relationships
- Disadvantage: Giving in may not be productive, bear may be taken advantage of
- Appropriate times to use a Teddy Bear Style
 - when maintaining the relationship outweighs other considerations
 - when suggestions/changes are not important to the accommodator
 - when minimizing losses in situations where outmatched or losing
 - when time is limited or when harmony and stability are valued



The Compromising Fox

- Foxes use a compromising conflict management style; concern is for goals and relationships
- Foxes are willing to sacrifice some of their goals while persuading others to give up part of theirs
- Compromise is assertive and cooperative-result is either win-lose or lose-lose
- Advantage: relationships are maintained and conflicts are removed
- Disadvantage: compromise may create less than ideal outcome and game playing can result
- Appropriate times to use a Fox Style
 - when important/complex issues leave no clear or simple solutions
 - when all conflicting people are equal in power and have strong interests in different solutions
 - when there are no time restraints

The Collaborating Owl

- Owls use a collaborating or problem confronting conflict management style valuing their goals and relationships
- Owls view conflicts as problems to be solved finding solutions agreeable to all sides (win-win)
- Advantage: both sides get what they want and negative feelings eliminated
- Disadvantage: takes a great deal of time and effort
- Appropriate times to use an Owl Style
 - when maintaining relationships is important
 - when time is not a concern
 - when peer conflict is involved
 - when trying to gain commitment through consensus building
 - when learning and trying to merge differing perspectives

Source: Mastering Human Relations, 3rd Ed. by A. Falikowski 2002 [Pearson Education](http://www.pearsoned.ca)
<http://www.pearsoned.ca>

Conflict Resolution Procedures

Most experts agree that conflicts are best resolved by following a specific procedure. The team should meet with the goal of exploring and resolving the problem at hand. Conflicts should be addressed fairly soon - so that they do not escalate and damage relationships among team members.

Briggs (1997) has synthesized the research on conflict resolution, outlining a six-step process.

Step 1: Be Prepared

Take time to mentally prepare yourself before the meeting. Conflicts should be approached with an open and flexible attitude. Write down the main points that you want to communicate. Reflect on the conflict prior to the meeting. Think about other perspectives. Demonstrate positive intentionality - "the assumption that the other party).

Step 2: Be a Good Communicator

During the meeting, begin by openly acknowledging the problem. Discuss the problem in a constructive, non-blaming way. Whenever possible, use 'I' statements to express your thoughts and feelings. Listen attentively to others on your team.

Step 3: Clarify the Conflict

Explore the issue in depth. Allow everyone to express his/her views, so that each person's underlying issues and motivations become clear. Identify the crux of the problem and how it relates to the overall mission of the team. In your discussions, "attack the issue, not the person" (Briggs, 1997, p. 256).

Step 4: Generate Alternative Solutions

Once the main problems have been identified and clarified, generate as many alternative solutions as you can. In so doing, emphasize the positive outcomes that you would like to see. Collaborate with your team. Combine ideas and look for novel, creative solutions. Continue with this process until the team agrees on a course of action.

Step 5: Commit to Action

Write down the proposed resolution to the conflict. Create an action plan for change. Team members should commit to following the plan and discussing the outcome in future meetings.

Step 6: When All Else Fails

Sometimes, a resolution to the conflict cannot be found. A discussion might become very intense or go off track. When that happens, Briggs (1997) suggests the following: Allow team members to take a brief time-out from the meeting. Agree to let the issue rest, and continue the discussion in another meeting.

Sample Activities for the Early Interventionist and Family:

1. Practice use of effective listening skills.
2. Practice being assertive as opposed to being aggressive. Attend an assertiveness training workshop.
3. Discuss the parent article, "Understanding the Special Education Process - An Overview" (<http://www.fape.org/pubs/FAPE-10.pdf>).
4. Help the family determine their conflict style (see page 2-8).
5. Discuss the contents from the "How do I Feel" (see page 2-7) handout with the family.
6. Provide/review specific information about disability, parent rights, etc.

Family Follow Up:

1. Share information from "Understanding the Special Education Process - An Overview for Parents" with the child's other parent or any other adult closely involved in the transition process of your child.
2. If you would like to get additional information about your rights, go to the website to review a Parent Information Manual developed by Support & Training for Exceptional Parents, Inc. at: <http://www.tnstep.org/Assets/docs/ParentManual12009.pdf>
3. Talk with another family who has been through this process about ways that they have partnered with their school system.
4. Familiarize yourself with "Special Education Definitions" terms on pages 10-16 of the *Steps to Success* booklet.

HOW DO I FEEL ABOUT SENDING MY CHILD TO PRESCHOOL?

The process of moving a child from one program to another is what transition is all about. Transition is change. You will want to keep in touch with your feelings and recognize which ones help you with quality parenting and creating positive partnerships in your child's education. So...

IF YOU ARE FEELING:



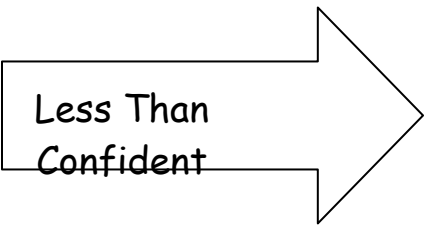
Overwhelmed



Anxious



Angry



Less Than
Confident



Hopeful

REMEMBER:

- Everyone has difficulty with change
- We are often uneasy when we need more information.
- Many families profit by thinking through the process and sorting through their feelings and change.
- This handbook contains important information about the transition process plus helpful tips from parents who have already been there.
- If you are concerned about your child being away from you for longer periods of time, you are not alone.
- Many parents recall experiencing more anxiety than their children!
- Change can be scary, but also exciting.
- You will be able to take pride in sharing new experiences with your child during the coming year.
- Adjusting to a new setting with different requirements takes a lot of energy and effort.
- Although it may take more time, families and children benefit from planning for individuals needs.
- Sharing with another parent who has been there may help you sort through the transition process.
- You are an expert on your child!
- The insight you have gained from personal experience is equal to or as important as the information gathered by professionals.
- Your perceptions are needed to develop a complete picture of your child.
- Your confidence will grow as you gain experience in supporting your child's education in the new setting.
- You have good reason – you are entering into a new era in your life with your child.
- You will find support and encouragement as you form relationships with other parents and professionals.
- You will develop positive partnerships through your experiences and as you express confidence in one another.

Adapted with permission from the Kentucky Early Childhood Transition Project

Conflict Styles Inventory

1.	A.	There are times when I let others take responsibility for solving the problem.
	B.	Rather than negotiate the issue on which we disagree, I try to stress those things upon which we both agree.
2.	A.	I try to find a compromise solution.
	B.	I attempt to deal with all of his or her and my concerns.
3.	A.	I am usually firm in pursuing my goals.
	B.	I might try to soothe the other's feelings and preserve our relationship.
4.	A.	I try to find a compromise solution.
	B.	I sometimes sacrifice my own wishes for the wishes of the other person.
5.	A.	I consistently seek the other's help in working out a solution.
	B.	I try to do what is necessary to avoid useless tension.
6.	A.	I try to avoid creating unpleasantness for myself.
	B.	I try to win my position.
7.	A.	I try to postpone the issue until I have had some time to think it over.
	B.	I give up some points in exchange for others
8.	A.	I am usually firm in pursuing my goals.
	B.	I attempt to get all concerns and issues immediately out in the open.
9.	A.	I feel that differences are not always worth worrying about.
	B.	I make some effort to get my way.
10.	A.	I am firm in pursuing my goals.
	B.	I try to find a compromise solution.
11.	A.	I attempt to get all concerns and issues immediately out in the open.
	B.	I might try to soothe the other's feelings and preserve our relationship.
12.	A.	I sometimes avoid taking positions that would create controversy.
	B.	I will let the other person have some of his or her position if the other person will let me have some of mine.
13.	A.	I propose a middle ground.
	B.	I press to get my point made.
14.	A.	I tell the other person my ideas and ask for his or her ideas
	B.	I try to show the other person the logic and benefits of my position.
15.	A.	I might try to soothe the other's feelings and preserve our relationship.
	B.	I try to do what is necessary to avoid tension.

Conflict Styles Inventory

16.	A.	I try not to hurt the other person's feelings.
	B.	I try to convince the other person of the merits of my position.
17.	A.	I am usually firm in pursuing my goals.
	B.	I try to do what is necessary to avoid useless tension.
18.	A.	If it makes the other person happy, I might let him or her maintain his or her views.
	B.	I will let the other person have some of his or her position if the other person will let me have some of mine.
19.	A.	I attempt to get all concerns and issues immediately out in the open.
	B.	I try to postpone the issue until I have had time to think it over.
20.	A.	I attempt to immediately work through our differences.
	B.	I try to find a fair combination of gains and losses for both of us.
21.	A.	In approaching negotiation, I try to be considerate of the other person's wishes.
	B.	I always lean toward a direct discussion of the problem.
22.	A.	I always lean toward a direct discussion of the problem
	B.	I assert my wishes.
23.	A.	I am very often concerned with satisfying all our wishes.
	B.	There are times when I let others take responsibility for solving the problem.
24.	A.	If the other's position seems very important to him or her, I try to meet his or her wishes
	B.	I try to get the other person to settle for a compromise.
25.	A.	I try to show the other person the logic and benefits of my position.
	B.	In approaching negotiation, I try to be considerate of the other person's wishes.
26.	A.	I propose middle ground.
	B.	I am nearly always concerned with satisfying all our needs.
27.	A.	I sometimes avoid taking positions that would create controversy.
	B.	If it makes the other person happy, I might let him or her maintain his or her views.
28.	A.	I am usually firm in pursuing my goals.
	B.	I usually seek the other's help in working out a solution.
29.	A.	I propose a middle ground.
	B.	I feel differences are not always worth worrying about.
30.	A.	I try not to hurt the other's feelings.
	B.	I always share the problem with the other person so that we can work it out.

Article courtesy Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration, Training library located at <http://p2001.health.org/CTW06/mod3pm.htm#top>

Scoring the Conflict Style Exercise

Circle the letters below which you circled on each item of the questionnaire.

	Competing	Collaborating	Compromising	Avoiding	Accommodating
1.				A	B
2.		B	A		
3.	A				B
4.			A		B
5.		A		B	
6.	B			A	
7.			B	A	
8.	A	B			
9.	B			A	
10.	A		B		
11.		A			B
12.			B	A	
13.	B		A		
14.	B	A			
15.				B	A
16.	B				A
17.	A			B	
18.			B		A
19.		A		B	
20.		A	B		
21.		B			A
22.	B		A		
23.		A		B	
24.			B		A
25.	A				B
26.		B	A		
27.				A	B
28.	A	B			
29.			A	B	
30.		B			A
Totals					
	_____	_____	_____	_____	_____
	Competing	Collaborating	Compromising	Avoiding	Accommodating

Interpreting Your Scores

Your profile of scores indicates the repertoire of conflict-handling skills which you, as an individual, use in the kind of conflict situations you face. The following ranges indicate the percentile scores based on others who have taken the test. Remember that extreme scores are not necessarily bad, since your situation may require high or low use of a given conflict handling style.

Competing: High scores: 8-12; Middle scores: 4-7; Low scores: 0-3

Collaborating: High scores: 9-12; Middle scores: 6-8; Low scores: 0-5

Compromising: High scores: 9-12; Middle scores: 5-8; Low scores: 0-4

Avoiding: High scores: 8-12; Middle scores: 5-7; Low scores: 0-4

Accommodating: High scores: 7-12; Middle scores: 4-6; Low scores: 0-3

Each of us is capable of using all five conflict-handling modes; none of us can be characterized as having a single, rigid style of dealing with conflict. However, any given individual uses some modes better than others and therefore tends to rely upon these modes more heavily than others, whether because of temperament or practice.

Your score, high or low, indicates its usefulness in your situation. However, there is the possibility that your social skills lead you to rely upon conflict-handling behavior more or less often than is necessary. To help you determine this, the following styles are listed with some diagnostic questions concerning warning signals for overuse or underuse of each mode.

Five Conflict Handling Styles

Competing is assertive and uncooperative—an individual pursues his or her own concerns at the other person's expense. This is a power-oriented mode in which one uses whatever power seems appropriate to win one's own position: ability to argue, rank, economic sanctions, etc. Competing might mean "standing up for your rights," defending a position which you believe is correct, or simply trying to win.

Uses:

- When quick, decisive action is vital.
- On important issues where unpopular courses of action need implementing.
- On issues vital to company welfare when you know you are right.
- To protect yourself against people who take advantage of noncompetitive behavior.

Accommodating is unassertive and cooperative—the opposite of competing. When accommodating, an individual neglects his/her own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when one would prefer not to, or yielding to another's point of view.

Uses:

- When you realize that you are wrong, to allow a better position to be heard, to learn from others, and to show that you are reasonable.
- When the issue is much more important to the other person than to you, to satisfy the needs of others, and as a goodwill gesture to help maintain a cooperative relationship.
- To build up a social credit for later issues that is important to you.
- When continued competition would only damage your cause, when you are outmatched and losing.
- When preserving harmony and avoiding disruption are especially important.
- To aid the managerial development of subordinates by allowing them to experiment and learn from their own mistakes.

Avoiding is unassertive and uncooperative—the individual does not immediately pursue his or her own concerns or those of the other person. He or she does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time or simply withdrawing from a threatening situation.

Uses:

- When an issue is trivial, of only passing importance, or when other more important issues are pressing.
- When you perceive no chance of satisfying your concerns.
- When the potential damage of confronting a conflict outweighs the benefits of its resolution.
- To let people cool down, to reduce tension to a productive level, and to regain perspective and composure.
- When gathering more information outweighs the advantages of an immediate decision.
- When others can resolve the conflict more effectively.
- When the issue seems tangential or symptomatic of another, more basic issue.

Collaborating is both assertive and cooperative—the opposite of avoiding. Collaborating involves an attempt to work with the other person to find some solution that fully satisfies the concerns of both persons. It means digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns. Collaborating between two persons might take the form of exploring the disagreement to learn from each other's insights, attempting to resolve some condition that would otherwise have them competing for resources, or confronting and trying to find a creative solution for an interpersonal problem.

Uses:

- To find an integrative solution when both sets of concerns are too important to be compromised.
- When your objective is to learn.
- To merge insights from people with different perspectives on a problem.
- To gain commitment by incorporating others' concerns into a consensual decision.
- To work through hard feelings that have been interfering with an interpersonal relationship.

Compromising is intermediate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution that partially satisfies both parties. It falls on a middle ground between competing and accommodating. Compromising gives up more than competing, but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging, making concessions, or seeking a quick middle-ground position.

Uses:

- When goals are moderately important, but not worth the effort or potential disruption of a more assertive mode.
- When two opponents with equal power are strongly committed to mutually exclusive goals, e.g., labor management bargaining.
- To arrive at expedient solutions under time pressure.
- To achieve temporary settlement to complex issues.
- As a backup mode when collaboration or competition fails to be successful

Conflict Style: When To Use Which Style**Competing**Often appropriate when:

- An emergency looms.
- You are not sure you are right and being right is more important than preserving relationships.
- The issue is trivial and others do not really care what happens.

Often inappropriate when:

- When Collaboration or cooperation have not yet been attempted.
- Cooperation from others is important.
- Used routinely for most issues.
- Self-respect of others is diminished needlessly.

Collaborating

Often appropriate when:

- The issues and relationships are both significant.
- Cooperation is important.
- A creative end is important.
- Reasonable hope exists to meet all concerns.

Often inappropriate when:

- Time is short.
- The issue is unimportant.
- You are overloaded with "processing."
- The goals of the other person are certainly wrong.

Compromising

Often appropriate when:

- Cooperation is important but time or resources are limited.
- Finding some solution, even less than the best, is better than a complete stalemate.
- Efforts to collaborate will be misunderstood as forcing.

Often inappropriate when:

- Finding the most creative solution possible is essential.
- You can't live with the consequences.

Avoiding

Often appropriate when:

- The issue is trivial.
- The relationship is insignificant.
- Time is short and a decision not necessary.
- You have little power but still wish to block the other person.

Often inappropriate when:

- You care about both the relationship and the issues involved.
- Negative feelings may linger.
- Others would benefit from hearing information.
- Used habitually for most issues.

Accommodating

Often appropriate when:

- You really don't care about the issue.
- You are powerless and have no wish to block the other.

Often inappropriate when:

- You are likely to harbor resentment.
- Used habitually in order to gain acceptance (outcome: depression and lack of self-respect).
- Others wish to collaborate and will feel like enforcers if you accommodate.

Article courtesy Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration, Training library located at <http://p2001.health.org/CTW06/mod3pm.htm#top>.

Conflict Resolution Procedures

Step 1: Be Prepared

Take time to mentally prepare yourself before the meeting. Conflicts should be approached with an open and flexible attitude. Write down the main points that you want to communicate. Reflect on the conflict prior to the meeting. Think about other perspectives. Demonstrate positive intentionality - "the assumption that the other party means well and is not trying to cause a conflict" (Wisinski, 1993, p. 27).

Step 2: Be a Good Communicator

During the meeting, begin by openly acknowledging the problem. Discuss the problem in a constructive, non-blaming way. Whenever possible, use 'I' statements to express your thoughts and feelings. Listen attentively to others on your team.

Step 3: Clarify the Conflict

Explore the issue in depth. Allow everyone to express his/her views, so that each person's underlying issues and motivations become clear. Identify the crux of the problem and how it relates to the overall mission of the team. In your discussions, "attack the issue, not the person" (Briggs, 1997, p. 256).

Step 4: Generate Alternative Solutions

Once the main problems have been identified and clarified, generate as many alternative solutions as you can. In so doing, emphasize the positive outcomes that you would like to see. Collaborate with your team. Combine ideas and look for novel, creative solutions. Continue with this process until the team agrees on a course of action.

Step 5: Commit to Action

Write down the proposed resolution to the conflict. Create an action plan for change. Team members should commit to following the plan and discussing the outcome in future meetings.

Step 6: When All Else Fails

Sometimes, a resolution to the conflict cannot be found. A discussion might become very intense or go off track. When that happens, Briggs (1997) suggests the following:
Allow team members to take a brief time-out from the meeting
Agree to let the issue rest, and continue the discussion in another meeting.

Adapted from Briggs (1997)

This page intentionally left blank